TODAY’S PRESENTERS

- Marlon Morgan, Founder & Executive Director of Wellness Together School Mental Health
- Jeremiah Aja, Assistant Director, BlueSky Initiative Liaison, Wellness Together School Mental Health
- Monica Nepomuceno, Education Programs Consultant, Mental Health Services Program, CDE
- Steven Adelsheim, Director, Stanford Center for Youth Mental Health and Wellbeing
- Mary Briggs, Education Policy Analyst, CSBA
EMPOWERING & EQUIPPING
MARLON MORGAN, M.A., LPCC, PPSC
FOUNDER & EXECUTIVE DIRECTOR

JEREMIAH AJA, M.A., M.DIV., APCC
ASSISTANT DIRECTOR

WellnessTogether.org
School Mental Health

CSBA
WELLNESS TOGETHER
RESOURCES

- Marlon Morgan, M.A., LPCC, PPSC
  Founder & Executive Director
- Jeremiah Aja, M.A., M.Div., APCC
  Assistant Director
  Connect at jeremiah@wellnesstogther.org

COVID-19 Resources for Your Communities
- wellnesstogther.org/covidhelp
- bit.ly/supportingyousupportingstudents
- *Resources for Today’s Webinar:
  - bit.ly/csbawebinar
FACTORS IMPACTING OUR MENTAL HEALTH

- **2007-Present: The 5 S’s**
  - Sleeplessness
  - Screen-time over Authentic Connection
  - Solitary Lifestyle
  - Sedentary Lifestyle
  - Self-Medication

- **C-19 Added More S’s**
  - Social Distancing
  - Socio-Economic Stress Increasing the Digital Divide
HELPFUL RESOURCES

 STAT
Support for Teachers Affected by Trauma
statprogram.org

SSET
Support for Students Exposed to Trauma
ssetprogram.org

GRIT
gritx.org

WellnessTogether.org/syss

4-Part Webinar Series
IMPROVING STUDENT MENTAL HEALTH PRACTICES

MONICA NEPOMUCENO
EDUCATION PROGRAMS CONSULTANT
MENTAL HEALTH SERVICES PROGRAM, CDE
STUDENT MENTAL HEALTH POLICY WORKGROUP (SMHPW)

Wellness Together
blue california
NAMI California
Kaiser Permanente
CASC
California State PTA
csba
USC
San Diego County Office of Education
Claremont McKenna College
Pitzer College
Smith College
Cal Poly Pomona
William S. Hart Union High School District
REMHD CO
California Council of Community Behavioral Health Agencies
California Department of Education
California School Nurses Organization
The California Association of School Counselors, Inc.
California School Staff Organization
Directing Change
California Mental Health Services Authority
Compassion Action Change
Madera Unified School District
Urbana School District
San Francisco State University
San Francisco City College
San Francisco Office of Education
Sarasota County
Children Now
Humboldt County Office of Education
Orange County Department of Education
Los Angeles County Office of Education
American Foundation for Suicide Prevention
California Mental Health Advocacy Services
William S. Hart Union High School District
Racial and Ethnic Mental Health Disparities Coalition
9
CURRENT LEGISLATION THAT SUPPORTS STUDENT MENTAL WELLNESS

- **CARES Act**
  - $200 million for telehealth to establish a COVID-19 Telehealth Program

- **Governor’s Budget**
  - $4.4 billion in COVID Relief (CARES Act)
  - $1.6 billion ESSA Federal Emergency Relief:
    - $100 million in COE grants;
    - $63.2 million for training and PD

- AB 2246
- AB 1767
- SB 972
- AB 2639
- AB 1808
- AB 2315
# RESOURCES

<table>
<thead>
<tr>
<th>Project Cal-Well</th>
<th>NCHS: NAMI On Campus High School</th>
<th>Project CaISTOP</th>
<th>A Guide to Increase Mental Health Services for Students</th>
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## RESOURCES

- **Project Cal-Well**
  - [https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp](https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp)

- **NCHS: NAMI On Campus High School**
  - [https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp](https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp)

- **Project CaISTOP**
  - [https://www.cde.ca.gov/ls/cg/mh/projectcalstop.asp](https://www.cde.ca.gov/ls/cg/mh/projectcalstop.asp)

- **A Guide to Increase Mental Health Services for Students**
  - [https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp](https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp)
STUDENT NEEDS DURING COVID-19

STEVEN ADELSHEIM, MD, DFAACAP, DFAPA
DIRECTOR, STANFORD CENTER FOR YOUTH MENTAL HEALTH AND WELLBEING
STUDENTS ARE TELLING US WHAT THEY NEED:

- “Before offering solutions, ask us how we are feeling, and actually listen.”
- “Validate that we are feeling a loss; We are already feeling guilty and selfish for feeling sad.”
- Intentional connection: check in, check in, check in…
- Youth are learning to be comfortable with reaching out; rules regarding communicating have changed
- “Acknowledge that it’s okay to feel sad about missing out, saying goodbye, and the uncertainty our future.”

“anxious”  “sleepy”
“sluggish”  “uncertain”
“grief”  “confined”
“melancholy”  “serene”

we asked youth...

“What is one word to describe how you have been feeling most during quarantine?”

“anxious”  “sleepy”
“sluggish”  “uncertain”
“grief”  “confined”
“melancholy”  “serene”
A PUBLIC MENTAL HEALTH CONTINUUM FOR YOUTH

- **School Health/Mental Health Programs**
- **Integrated Youth Mental Health Care**
  - Early Mental Health Support
  - Primary Care
  - Supported Education and Employment
  - Early Substance Use Treatment
  - Peer Support
- **Early Psychosis Programs**

**PEPPNet**

**allcove**
SUICIDE RISK AND COVID-19

- Per Student Feedback We Know Several Challenges:
  - Social Isolation ("Check in with me!")
  - Decreased Access to community support ("Send me pictures; make a constant effort to keep up")
  - Barriers to Seeking Mental Health Care ("Melancholy", "Grief", "Sluggish")

- Additional Challenges Right Now
  - Economic distress, close quarters with family, increased firearm sales, expanded media reporting

- Ways to minimize risk:
  - Increase access to social and community connection
  - Increase access to tele-mental health care
  - Follow media reporting guidelines, promote stories of resilience and hope & provide resources.

- Check in with vulnerable group members: previous exposure to suicide, mental health challenges, housing insecure, trauma history, self-injury, LGBTQ+

- Plan and implement Media Response:
  - Determine single point of contact & share across system
  - Agree on messaging across multiple media systems
THE UNIQUE ROLE OF TRUSTEES

MARY BRIGGS
EDUCATION POLICY ANALYST, CSBA
THE UNIQUE ROLE OF TRUSTEES

Mission and vision

➢ All students should have access to supports for their social emotional wellbeing.

Policy

➢ What policies are in place that support student mental health?
➢ Are new or updated policies necessary?

Resource allocation

➢ What are the resources your LEA can strategically shift to increase access to mental health supports?
➢ Are there ways to access additional resources for your LEA?
THE POWER OF TRUSTEE QUESTIONS

Questions to examine current practices
- Identifying needs
- Learning lessons from the spring closures

Questions to guide planning for Fall 2020
- Anticipating needs
- Conversations to have now to get supports in place for when school resumes

Resource sheet available
CSBA COVID-19 RESOURCES

www.csba.org/coronavirus
THANK YOU FOR JOINING US TODAY.

If you have any questions, please email csba@csba.org.